SMARTER

Balanced Assessment Consortium

A Foothold For Stepping Outside The Box

Montana Assessment Conference

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Out of the box and into the Triangle

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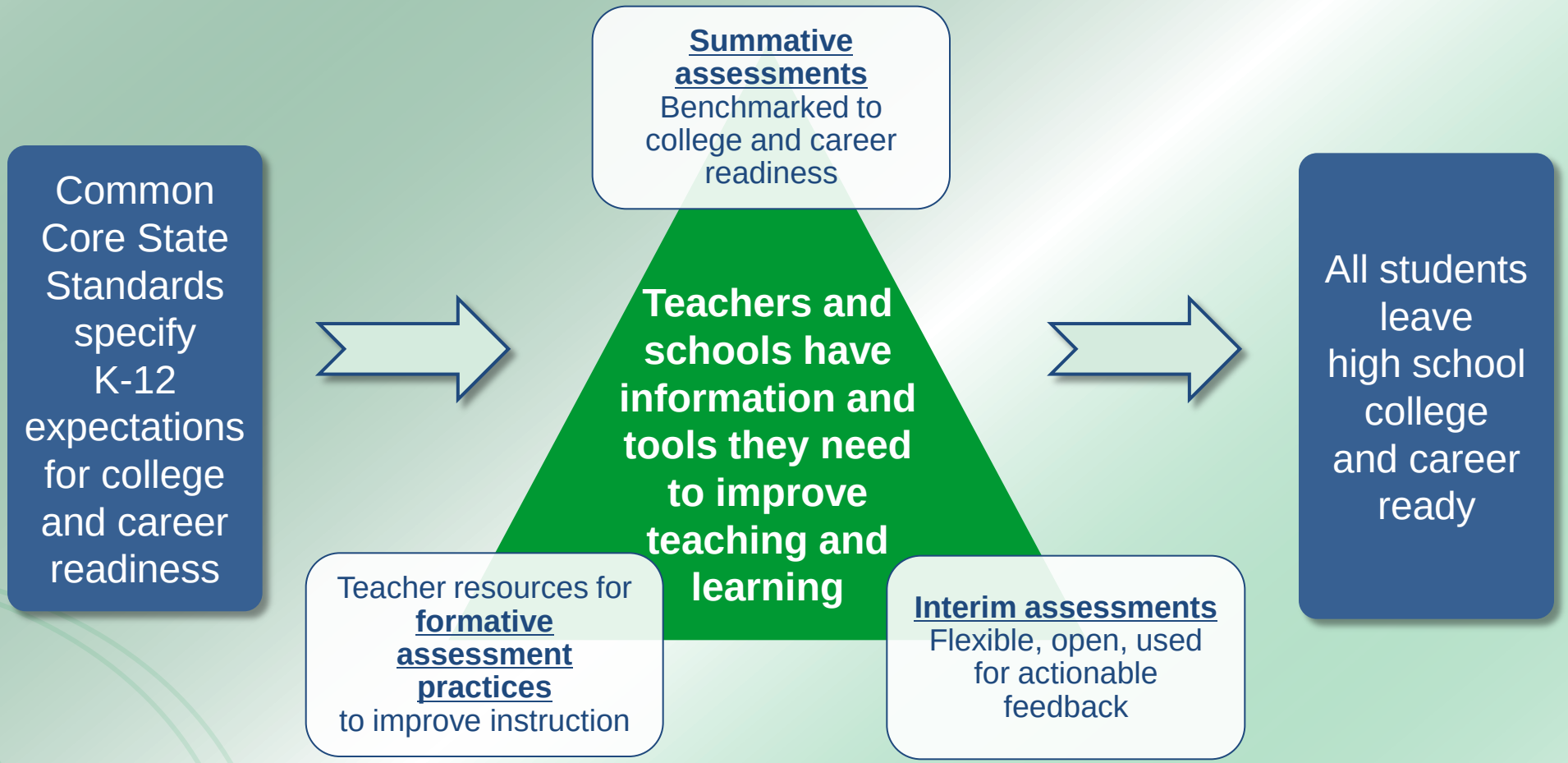
A Balanced Assessment System



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Using Computer Adaptive Technology for Summative and Interim Assessments

Faster results	• Turnaround in weeks compared to months today
Shorter test length	• Fewer questions compared to fixed form tests
Increased precision	• Provides accurate measurements of student growth over time
Tailored to student ability	• Item difficulty based on student responses
Greater security	• Larger item banks mean that not all students receive the same questions
Mature technology	• Used in Oregon, Hawaii, Delaware, GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)

Teacher Involvement

TEACHERS PARTICIPATE IN

- Test item development
- Test scoring
- Formative tool development
- Professional development cadres

TEACHERS BENEFIT FROM

- Professional development
- Formative tools and processes
- Data from summative and interim assessments

Grades Supported

Grades	Summative	Interim (Optional)	Formative Tools and Professional Learning (Optional)
3 — 8	✔	✔	✔
9 — 10	1-2 Performance Tasks as Required to Cover CCSS	✔ EOC and Comprehensive	✔
11	✔	✔ EOC and Comprehensive	✔
12	Optional	✔ EOC and Comprehensive	✔

Administration Options

Administration Options	Summative	Interim (Optional)	Formative Tools and Professional Learning (Optional)
Computer Based	✔	✔	Multi-Media support for Instruction with exemplars of Strategies
Adaptive	✔	✔	-
Support For Paper	✔	✔	✔

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Traveling is better when you're not alone

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Value of SMARTER Balanced

Students

- I am challenged to complete complex tasks and apply my knowledge
- I know how I am progressing toward college and career readiness
- My test results will be accurate regardless of my ability, disability or proficiency in English

Parents

- My child's class time is focused on learning and not on testing
- My child will have opportunities to improve
- I will know whether my child's school is performing as well as it should

Teachers

- I won't be surprised by the test results at the end of the year
- I will have the supports I need to help my students
- The tests measures the right things in the right way

Policymakers

- We are sharing costs with other states to provide a world-class test
- We can compare the performance and growth of our schools, districts and state so that we can improve
- We know the test will work for us because we helped build it

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Don’t look down and everything will be fine

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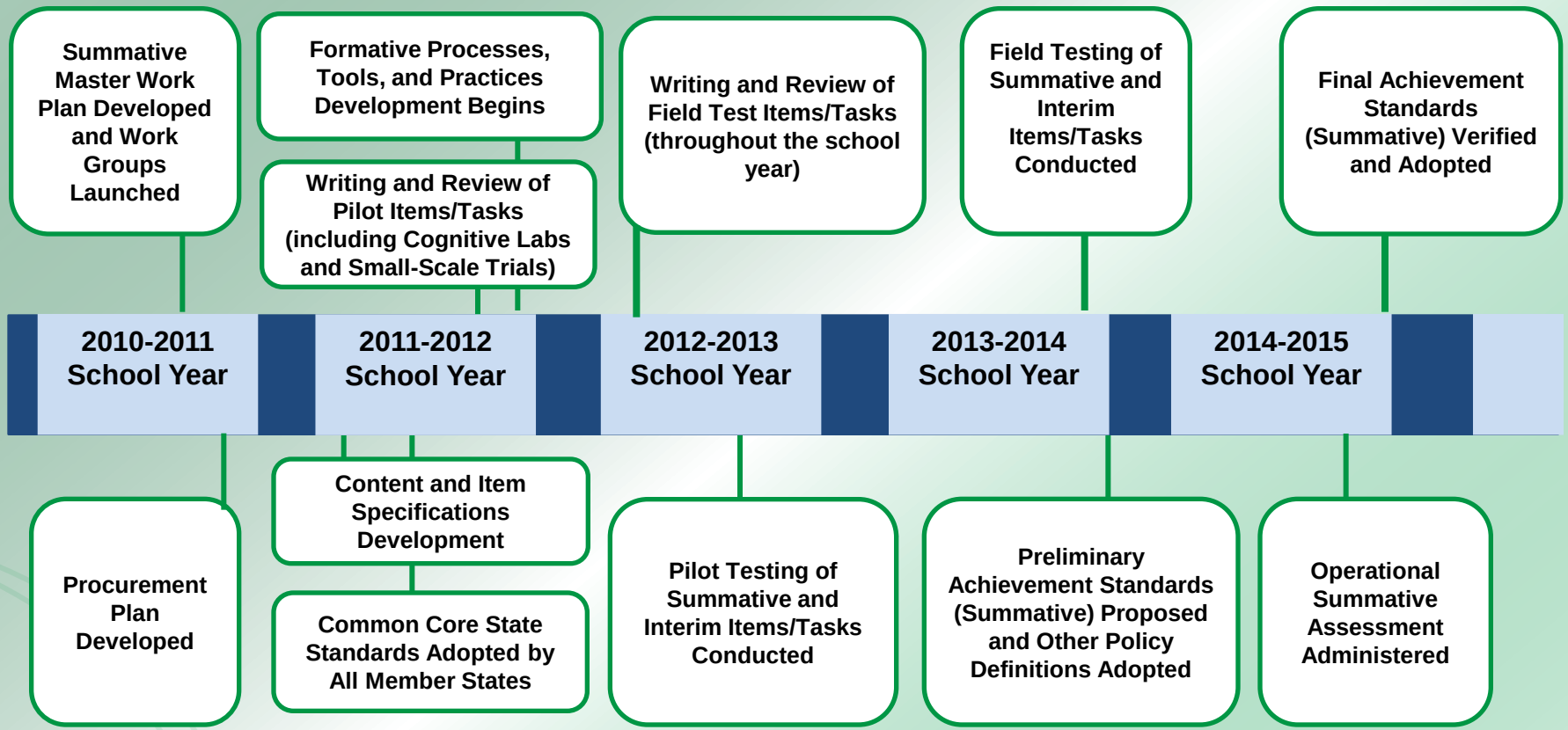
Timeline



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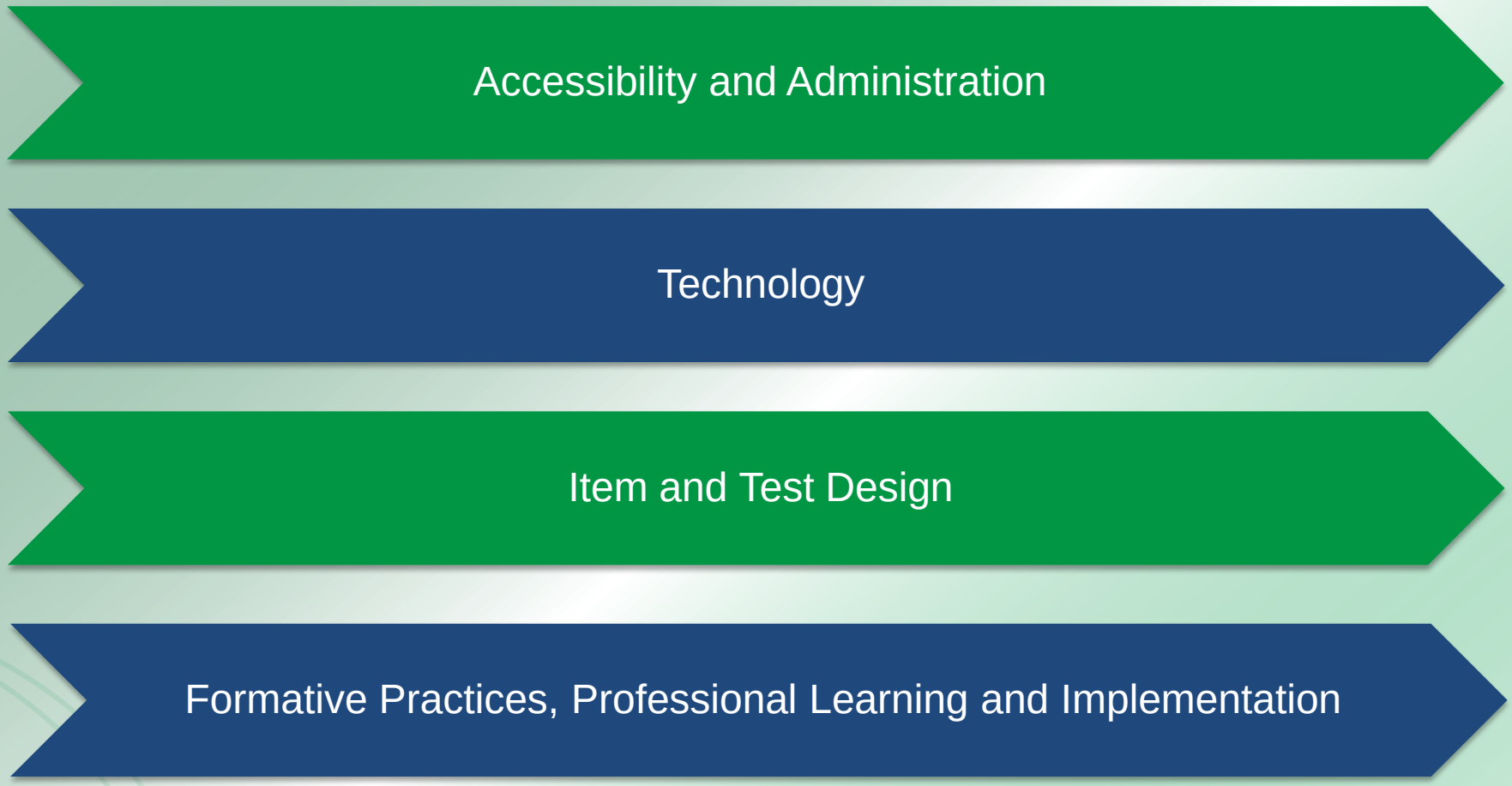
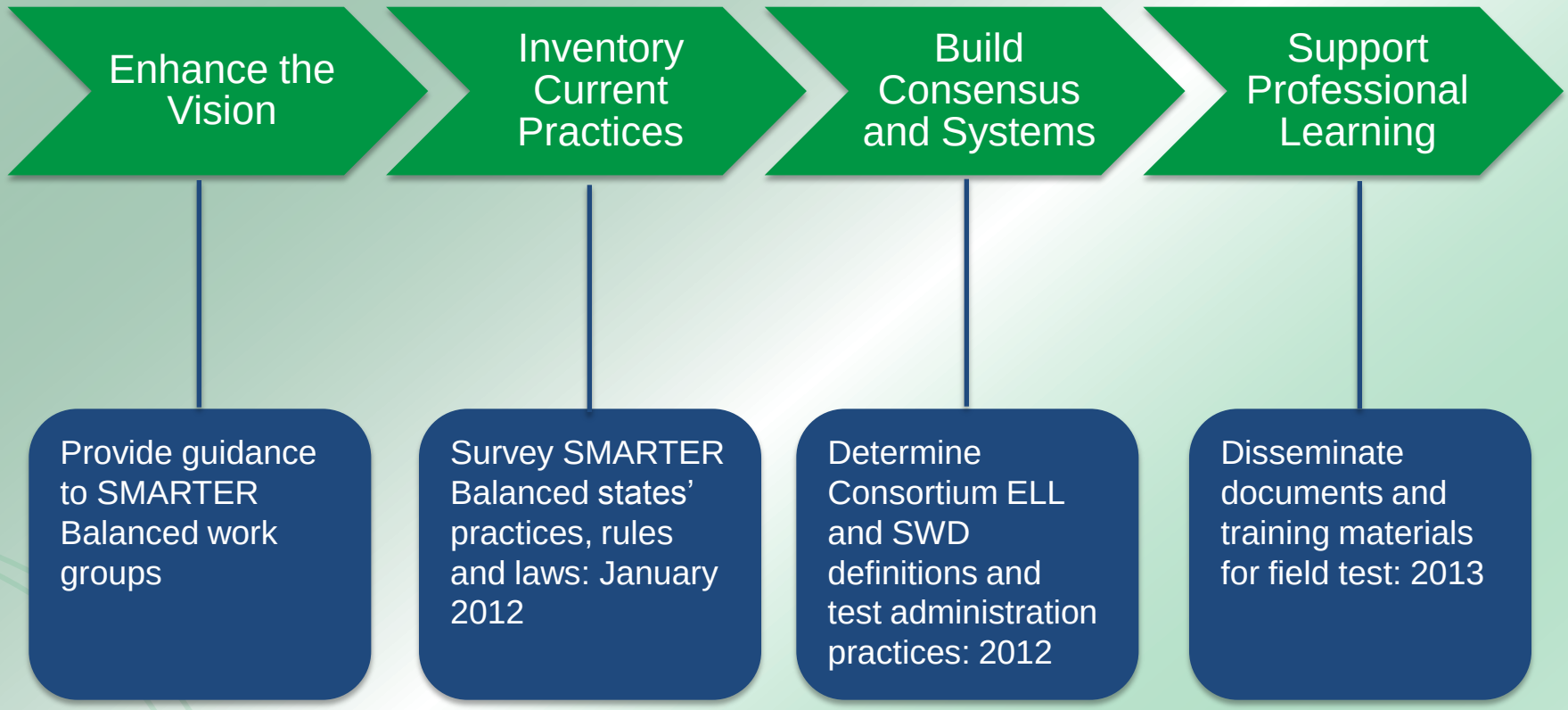
A map can help a lot

How it Fits Together



Accessibility and Administration



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Accessibility and Administration

Enhance the Vision

- Support the Technology, Item Development and Test Design work groups as they incorporate the principles of accessibility and universal design into the design of the SMARTER Balanced system
- Identify the variables, attributes and components of tests that need to be dynamic to address the full range of student needs

Accessibility and Administration

Inventory Current Practices

- Contractor will conduct a thorough review of literature review and SMARTER Balanced member state policies, rules and laws regarding ELLs and SWD
- Identify the manuals and materials that will be necessary to support state implementation of the pilot and field test as well as the operational test

Accessibility and Administration

Build Consensus and Systems

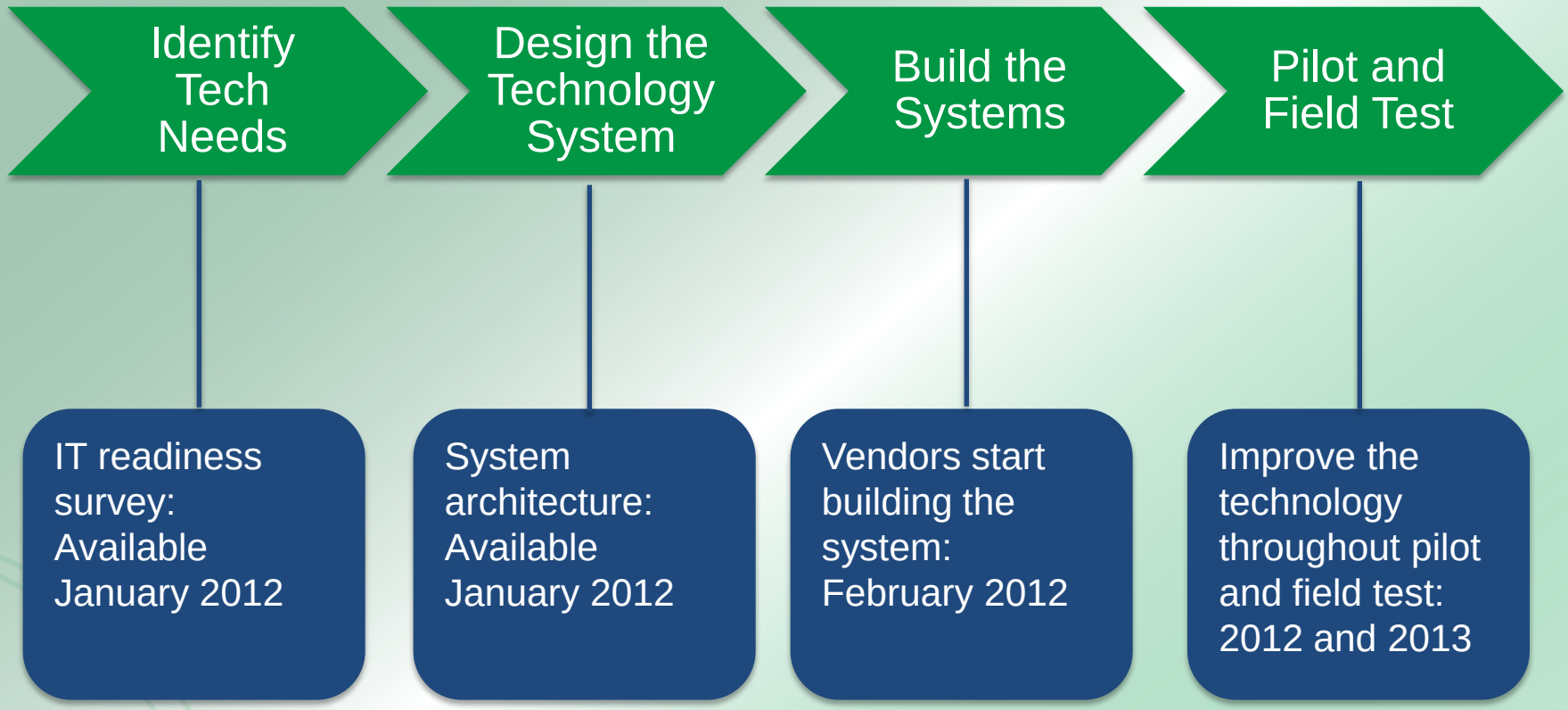
- Facilitate consensus among member states regarding common definitions of ELL and SWD, and common accommodations for ELL and SWD
- Draft manuals and materials to support state implementation of pilot and field test as well as operational test
- Materials will be used as part of an iterative design, build and revise approach to technology called agile development
- They will also be used to support the development of professional learning modules and other formative tools

Accessibility and Administration

Support Professional Learning

- Initial materials will contribute to the body of work to support high-quality instruction and student learning
- State monitoring and consortium-wide research will improve and enhance the systems
- Deep connections with higher education will bring the knowledge to new teachers through teacher preparation programs
- Ongoing professional learning for state staff will increase state capacity

Technology



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Technology

Design the System

- System architect will created blueprints that allow vendors to build the system
  1. Member states and vendor community will continue to give feedback on profiles and flows to ensure system meets broad requirements. Will be posted soon at http://www.k12.wa.us/SMARTER/Resources.aspx
  2. Member states will participate in the Architecture Review Board (ARB) during the 2nd phase that will oversee more detailed specifications and technology governance structures, and recommend interoperability standards

Technology

Identify Technology Needs

- Technology readiness application available for states, districts and schools to enter data regarding hardware, software, bandwidth, staffing, electrical systems and other infrastructure required for online testing
  - First version will be rolled out in late March 2012.
  - Will contain manual entry and automatic data collection as well as combination of optional and mandatory fields
  - Data will be compared against minimum and recommended requirements
  - Application will support progress tracking
  - Data useful for state and national policymakers considering total cost of ownership of a high-quality assessment system

Technology

Build the System

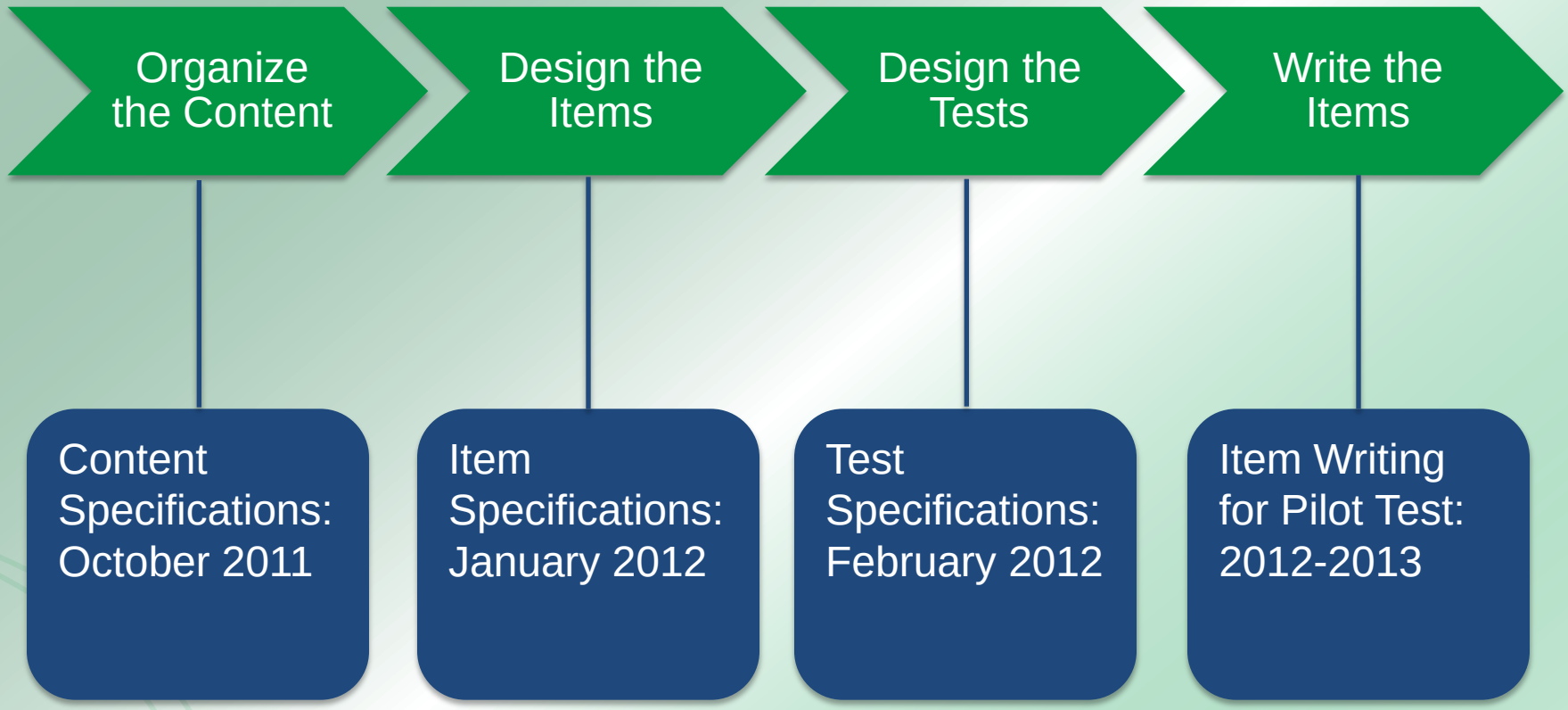
- Provide the system based on the system architecture
- Applications will include (subject to architecture):
  - Item authoring bank (based on Michigan Item Bank Specifications)
  - Test delivery
  - Reporting / hub
  - Digital library with formative assessment practices resources, curriculum resources and interactive collaboration for SMARTER Balanced users

Technology

Pilot and Field Test the System

- Pilot and field test will incrementally improve the technology used to support the system
- Pilot test a limited test of some of the components
- Field test a more comprehensive test and will include some integration of components
- Full system will be thoroughly quality controlled in advance of 2014-15

Item and Test Design



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Item and Performance Task Development

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Item and Test Design

Organize the Content

- Use Evidence Based Design (EBD) as a disciplined approach to assessing the the Common Core State Standards
  - Test developers use specific outcomes for students (e.g., claims) as the starting point to ensure the test will meet the purposes for which it was designed (and therefore directly enhance validity)
- Once claims are established, build into test design the types of items that will create the evidence necessary to make claims

Item and Test Design

Design the Items

- Item specifications will guide item writing to ensure items are of high quality, consistent in appearance and able to be written in an efficient manner
- Item specifications will focus on five different areas:
  - Selected responses
  - Universal design and style guidelines
  - Technology enhanced constructed response
  - Traditional constructed response
  - Performance tasks
- First showcase completed recently. Next iteration will be January 26th.

Item and Test Design

Design the Test

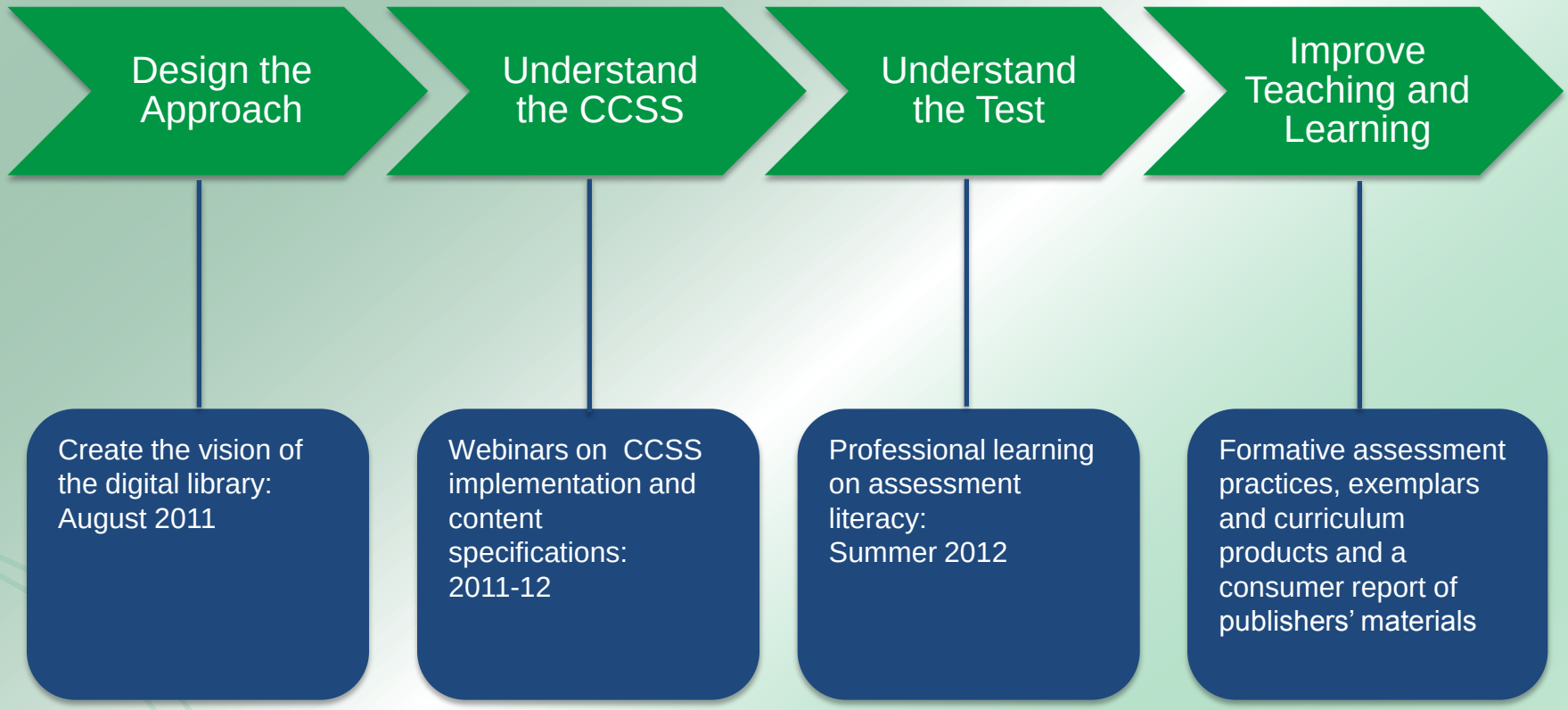
- Test specifications will describe what each student's test event will look like, including:
  - Total number of items
  - Allocation of content by grade based on content specifications
  - Number of each type of item a student will likely see
  - Number of items with each required level of Depth of Knowledge
- Will also include information about the adaptive algorithm and how it will create a test for each student

Item and Test Design

Write the Items

- Item and test specifications will be used to drive item writing
  - Item specifications: ensure items are accessible and in the right form and format
  - Test specifications: ensure the right number of items will be written so the pool is sufficient
- Item writing led by vendors, states and SMARTER Balanced
- Balance of item-writing burden will likely change from short-term to the long-term
  - Item writing in short-term needs to be aggressive to build the initial pool; time and volume will be a driving factor
  - Lon-term, other priorities can take precedence

Formative Practices, Professional Learning and Implementation



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Formative Practices, Professional Learning and Implementation

Design the Approach

- Theory of action hinges on improving teaching and learning
- Identified current practices and gaps, and what the needs are likely to be before and after the SMARTER Balanced system is implemented
- Leveraging initiatives and resources that are already in place
- Interim and summative assessments will:
  - Ensure validity of the assessment by providing opportunities for teachers to be involved in the scoring of student work
  - Serve as opportunities for professional learning

Formative Practices, Professional Learning and Implementation

Understand the CCSS

- Teams of teachers from each state will:
  - Participate in identifying formative assessment practices and curriculum resources to put in Digital Library
  - Participate on a committee to complete voluntary alignment review of publishers' materials to the content specifications and develop a "Consumers Report" to upload to the Digital Library
- National content experts to develop 54 (3 ELA and 3 math per grade) formative assessment practices exemplar modules that provide model products for SMARTER Balanced teachers (housed in Digital Library)
- Existing CCSS curriculum projects are adapted to align with the SMARTER Balanced content specifications (and uploaded to the Digital Library)

Formative Practices, Professional Learning and Implementation

Understand the Test

- Produce high-quality test manuals that include administration guidelines and supports for teachers and students
- Support administration of test consistent with its purpose and intended use of data
- Offer trainings on how to administer the test, provide accommodations, use reporting system and other applications
- Enhance assessment literacy by providing well articulated training on interpreting assessment results
- Support connections with pre-service teachers

Formative Practices, Professional Learning and Implementation

Improve Teaching and Learning

- Provide comprehensive support for formative assessment, including instructional modules aligned with CCSS
- Training modules help teachers focus their instruction on the CCSS and develop teaching practices that support more in-depth learning
- Enhance assessment literacy by training teachers to use formative assessment tools and interim assessment to determine next steps in instruction
- Provide supports for students to manage their own learning

Addressing State Concerns

Technology	▪ PARCC and SMARTER developing technology assessment tool to identify infrastructure gaps ▪ Paper/pencil option locally available during a 3-year transition ▪ 12-week administration window reduces pressure on computer labs
Compatibility	▪ Common, interoperable, open-source software accommodates state-level assessment options ▪ Test-builder tool available to use interim item pool for end-of-course tests
Cost	▪ On average, SMARTER states pay $31 per student for current assessments ▪ Third-party cost estimate for SMARTER Balanced: Summative assessment $19.81/ student; Optional interim assessments $7.50/ student
Adoption of best practices	▪ Common protocols for item development: accessibility, language/cultural sensitivity, construct irrelevant variance ▪ Common accommodation and translation protocols
Long-term Governance	▪ Developing a business plan for post-2014 ▪ Seeking additional funding for ongoing support ▪ Member states will be actively involved in determining the future of the Consortium

To find out more…

…the **SMARTER Balanced Assessment Consortium** can be found online at

www.smarterbalanced.org

…Montana updates can be found online at

http://opi.mt.gov/MTCommonCore